



Quality Assurance for Students with Disabilities in California

A Review !

**Continuously Improving
Services and Outcomes for
Families**



Purpose of the **Quality Assurance Process**

- ✓ To achieve positive results for individuals with disabilities in California while ensuring compliance with state and federal laws and regulations



Remember The Way We Were...

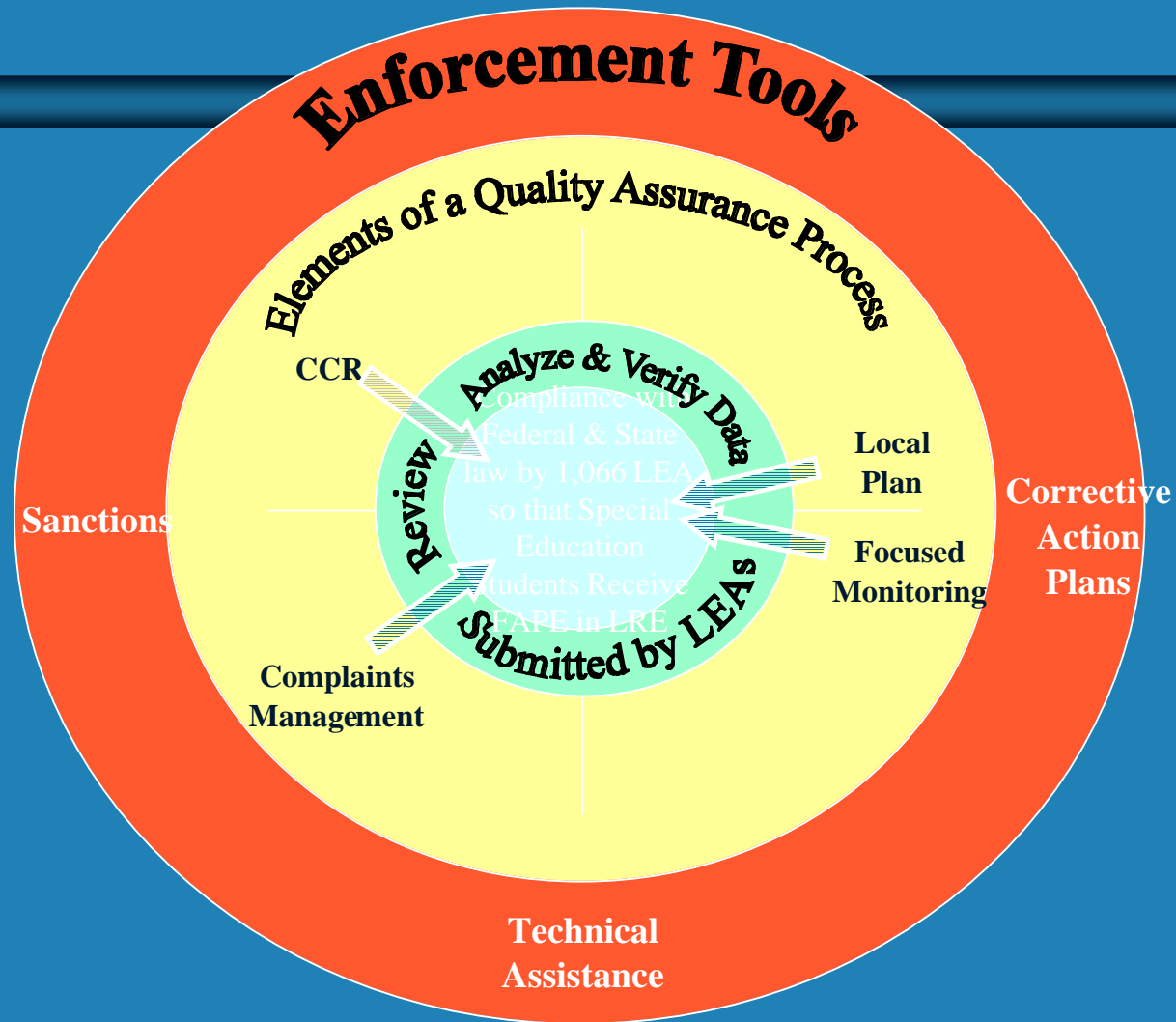
A STATE WITH:

- More than 1100 school districts and County or State operated programs
- A monitoring system based primarily on procedural compliance
- Decreases in Department of Education Staff
- No data with which to respond when the new Governor and Legislature asked, "How effective is special education in California?"

Special Education Goals

- ✓ Goal 1: The unique needs for specially-designed instruction will be accurately identified for all students with disabilities.
- ✓ Goal 2: All students with disabilities will be served or taught by fully qualified personnel.
- ✓ Goal 3: All students with disabilities will be successfully integrated with non-disabled peers throughout their educational experience.
- ✓ Goal 4: All students with disabilities will meet high standards for academic and non-academic skills.
- ✓ Goal 5: All students with disabilities will successfully participate in preparation for the workplace and living independently.

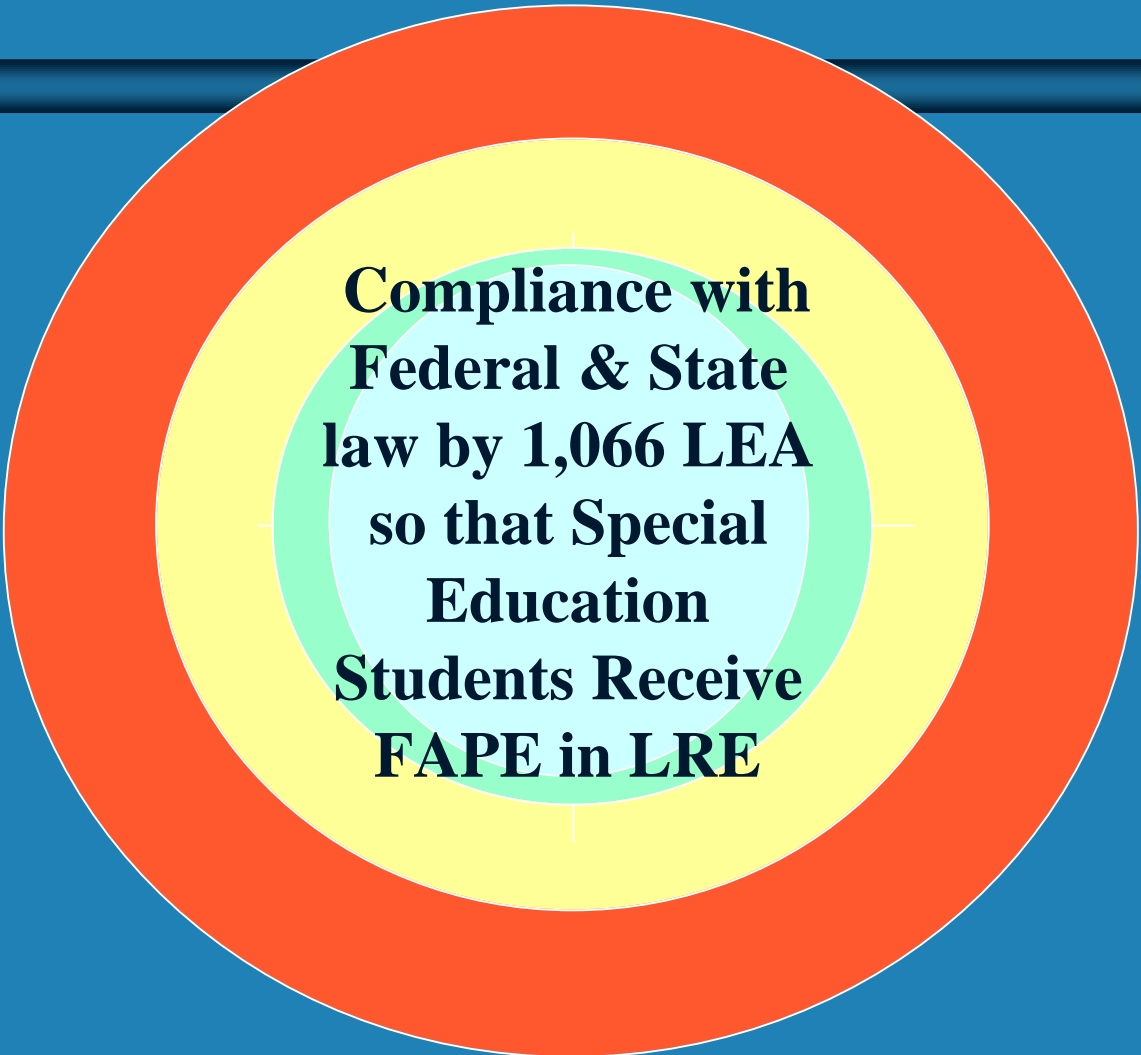
System of Overall Supervision and Monitoring



Compliance

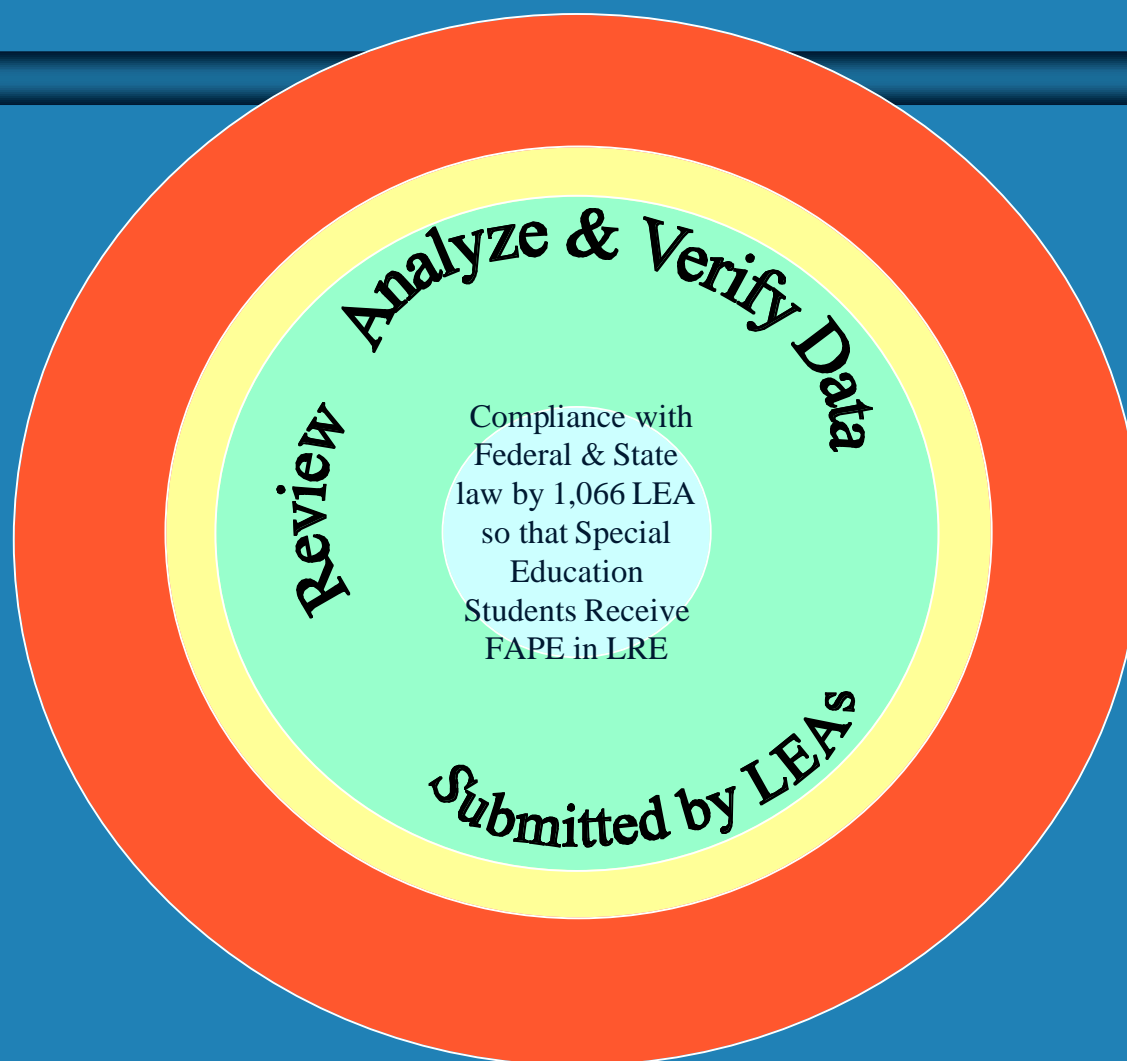
- ✓ Compliance = (FAPE) Educational Procedures & Benefit (litmus test for meaningfulness)
- ✓ Monitoring is specifically required
 - 300.125 - Child Find
 - 300.128 - IEP Implementation
 - 300.556 - Least Restrictive Environment

Foundation of CDE's General Supervision and Monitoring



**Compliance with
Federal & State
law by 1,066 LEA
so that Special
Education
Students Receive
FAPE in LRE**

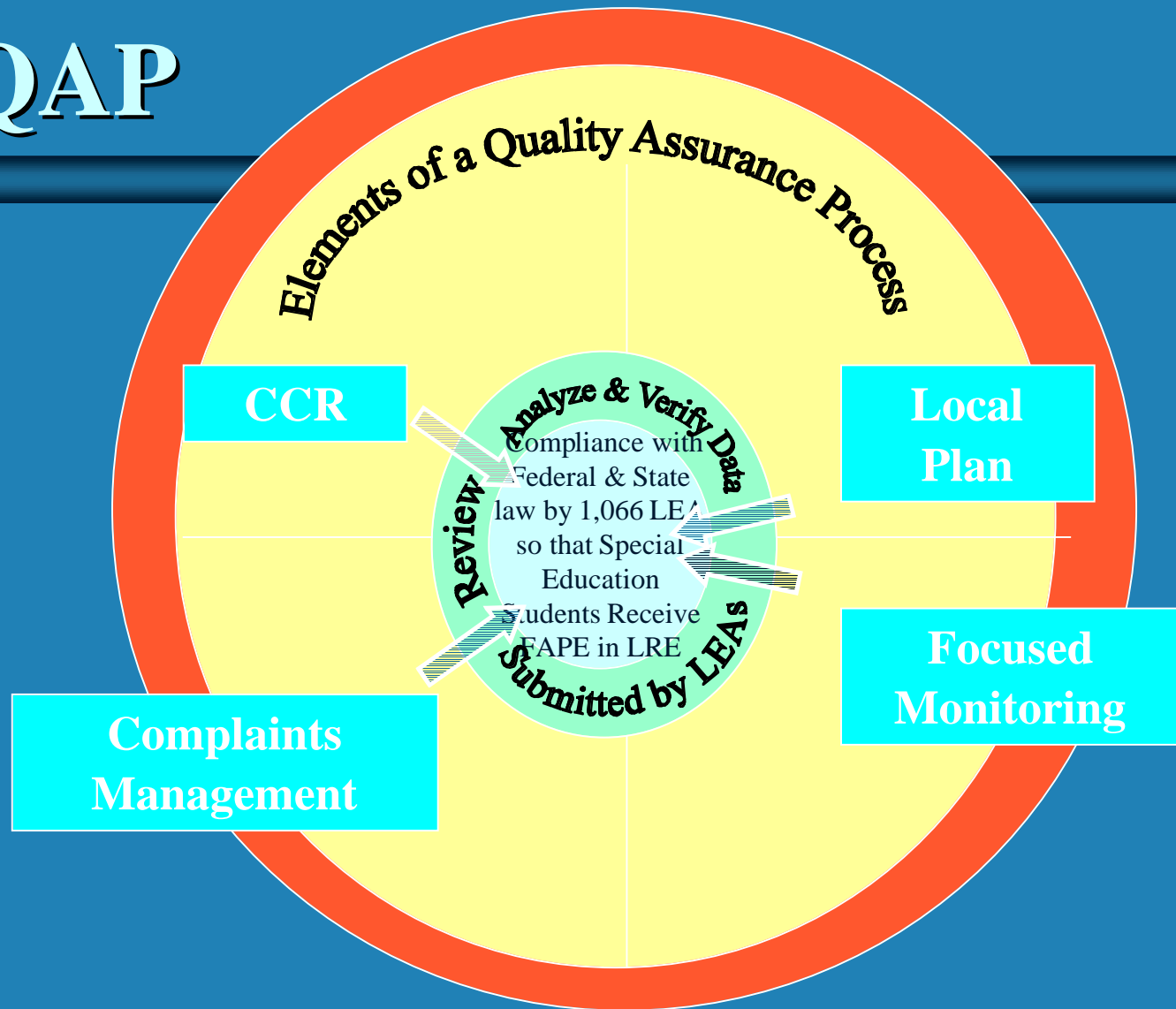
Analyze and Verify Data Performance Goals & Indicators



Primary Sources of Information

- Annual Local Plans – Service and Budget Plans
- California Special Education Management Information System (CASEMIS)
- California Basic Educational Data System (CBEDS)
- California's Standardized Testing and Reporting (STAR) Program
- Coordinated Compliance Review (CCR) Self-Reviews
- Coordinated Compliance Review Data Base
- Special Education Division Complaints Data Base
- Special Education Division Corrective Actions Data Base

Four Elements of QAP



Types of Focused Monitoring

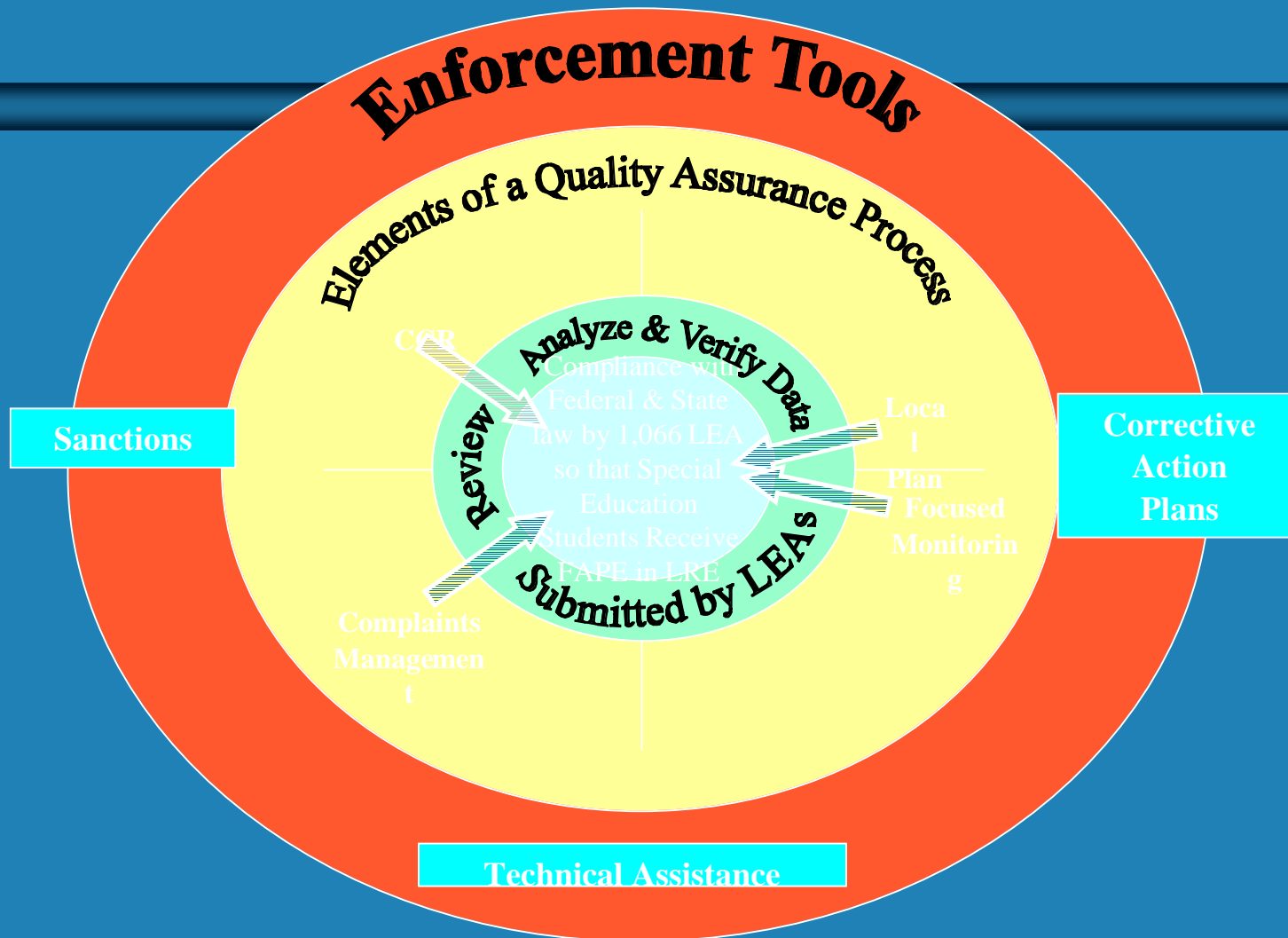
- ✓ Facilitated ← Low Performing LEAs
- ✓ Verification ← Randomly selected
- ✓ Preferred Practices ← These are high performers

Verification Process

All reviews include a verification process:

- ✓ CDE supervised and monitored
- ✓ Includes review of 60 to 100 student records
- ✓ Verifies accuracy of CASEMIS data
- ✓ Assesses compliance
- ✓ Monitors prior corrective actions
- ✓ Develops corrective actions where needed

Enforcement Tools



Sanctions are Imposed

- Withhold federal Part B dollars
- Non-approval of local plans
- Stop flow of federal and state dollars
- Require local boards of education to hold public hearings on noncompliance issues
- Request a writ of mandate within a state court





Complaint Management & Procedural Safeguards Services

Recognized by OSEP in January, 2000 visit:

- “Complaints Management has achieved timely and effective investigation & regional monitoring.”
- “PSRS and early voluntary resolution are in place & results in significant improvement over previous system.”
- “Sanctions are in place.”
 - Public Hearings
 - Compensatory reimbursement
 - Voluntary & court appointed monitors
 - Ability to withhold or redirect dollars
 - Writ of Mandate

What is the Role of Stakeholders?

- ✓ Suggest key performance indicators - KPIs)
- ✓ Recommend which KPIs are critical to selecting LEAs for monitoring
- ✓ Critically evaluate the ongoing process & results on a period basis
- ✓ Suggest goal levels for each KPI towards which the state should strive



California Department of Education

Committed to
Improving
Results

Special
Education
Division